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ABSTRACT

Children's fantasy play as elicited by the Sandtray Technique (Lowenfeld Word View Technique) was measured on various structural and process dimensions theoretically related to psychosocial functioning. The association between these fantasy dimensions and parents' perceptions of their own caregiving behaviors was also examined. Ten Caucasian boys, ages 7 to 9 and living in upper-middle class two-parent families, participated in the study, along with their parents. After being informed that he or she would be videotaped, each child was shown the Sandtray objects and instructed to build whatever he or she would like with the toys. Videotapes of the sessions were then analyzed for the presence or absence of nine dimensions of fantasy play that best discriminated high and low psychosocial functioning in children: benevolence, adequacy, assertion, construction, dominance, propensity for imagination, aggression, dependence, and submission. Parents' perceptions of their caregiver behaviors were assessed using the Child Reaching Concerns and Practices Inventory and a revised version of Schaeffer's (1965) Children's Report of Parental Behavior Inventory. Results revealed that the children's play was predominantly characterized by aggression. Several relationships were found between the children's Sandtray constructions and parental perceptions of their own caregiving behaviors. For example, mothers' reports of fostering autonomy were positively related to children's dominance and assertion fantasy behaviors. Copies of the measures used throughout the study are appended. (Author/MP)

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SANDTRAY PLAY: CHILDREN'S FANTASY PLAY and PARENTAL CAREGIVING PERCEPTIONS

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Abstract

Children's fantasy play as elicited by the Sandtray Technique, was measured on various structural and process dimensions theoretically related to psychosocial functioning. The association between these fantasy dimensions and parents' perceptions of their caregiving behaviors was examined. Ten caucasian, 7-9 year old "normal" boys, living in upper-middle class two-parent families participated in the study. Results revealed that the children's play was predominantly characterized by aggression. There were several relationships found between the children's Sandtrays and parental perceptions of their own caregiving behaviors. For example, mothers' reports of fostering autonomy were positively related to children's Dominance and Assertion fantasy behaviors.

Paper presented at the 1982 meeting of the American Psychological Association, Washington, D.C.

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Children express their experiencing and attempted mastering of the internal/external environment through fantasy play (e.g., Klinger, 1971; Singer, 1973). Such play is considered the "natural" language children use to communicate and explore their perceptions, thoughts, feelings, and concerns about the world around them. Thus, researchers interested in understanding children's experiencing often have used fantasy play as a medium of exploration.

One technique for the elicitation of fantasy is the Lowenfeld World View Technique (Lowenfeld, 1939), also known as the "Sandtray Technique" (Bowyer, 1970), the "World Test" (Buhler, 1951), and "Sandplay" (Kalff, 1971). The instrument consists of a small sandbox and numerous objects (i.e., miniature people, animals, buildings, vehicles, plants) with which the child constructs a "World." The minimization of external structuring, and the familiarity of the activity--playing with miniature toys--is highly conducive to prompting rich, diverse fantasy behaviors, while the concrete, three-dimensional product easily lends itself to objective scoring.

Though some standardization of the technique and scoring systems have been attempted (e.g., Bolgar and Fischer, 1974; Bowyer, 1956; Buhler and Kelly, 1941), the emphasis has been on typifying and differentiating the Worlds of clinic vs. nonclinic children, rather then specifically examining the characteristics of Worlds created by "normal" childern. Furthermore, the measures have tended to focus on a few global, structural aspects of the Sandtrays (the number of, e.g., fences used), as compared to assessing the process of the play. Thus, the current investigation explored the Sandtray play of "normal" latency-aged boys via a scoring system that assessed process dimensions theoretically indicative of positive psychosocial adjustment.

An additional focus of the current research was to begin exploring the relationship between parents' perceptions of their caregiving behaviors and the children's Sandtray play. Based on the assumption that parental caregiving practices have a profound effect on children's intra/interpersonal development, researchers have attempted to delineate specific caregiver behaviors associated with varying degrees of child adjustment. Such investigations have generally found that parenting practices characterized by warmth and acceptance, firm, clearly explicated limit setting, and flexibility within the prescribed limits, was associated with intra/interpersonal competence in children (e.g., Baumrind, 1967, 1971; Coopersmith, 1967; Hoffman, 1963). Thus, in addition to examining the characteristics of fantasy play in "normal" latency-age boys, the current research was undertaken to better understand relationships between caregiver characteristics and the children's experiencing of themselves and their environment as ascertained through their fantasy behaviors.

METHOD

Subjects

Ten 7-9 year old Caucasian males, living in two-parent families, served as subjects for this study. Ss were recruited through the Lansing, Michigan, public school system. First through fourth grade students were given letters describing the research project to take home to their parents. Included in the letters were stamped, addressed postcards, which the parents were requested to return if they were interested in possibly participating in the study. Of the families who volunteered (37), 10 were selected who fit the present criteria for subject selection.

The sample was highly homogeneous with respect to birth order (80% being second or third born), with only one child having no siblings. The children lived in upper-middle class urban families (Group II of the Hollingshead Index), with fathers working in "white-collar" and professional occupations, while most of the mothers were unemployed outside the home.

Procedure

Children participating in the study, individually, completed 3 separate one hour Sandtray sessions, over a two week period. After being informed that s/he would be videotaped, each child was shown the Sandtray objects and instructed to build whatever s/he would like in the sandbox with the toys. The E sat to the side of the sandbox while the child constructed his/her Worlds, occassionally asking the child to clarify what s/he was doing.

Assessment of Fantasy Play

Drawing upon a diverse spectrum of scoring systems used in numerous fantasy play and projective techniques (e.g., Bowyer, 1956; Buhler, 1951; Leary, 1957; Murray, 1943; Pitcher and Prelinger, 1963; Singer, 1973; Tomkins, 1947), measures were developed to assess those dimensions of fantasy play that best discriminated high and low psychosocial functioning in children. These dimensions were: (1) Benevolence (subcategories: Physical , Verbal, Helping, Affiliative Acts, Satisfying Experiences); (2) Adequacy (Positive and Negative); (3) Assertion (Reactive and Initiated); (4) Construction; (5) Dominance; (6) Propensity for Imaginative Play; (7) Aggression (Devouring, Direct Physical, Distance Physical, Accident, Verbal, Social, Deprivation, Abandonment); (8) Dependence; and (9) Submission. (See Appendix A for definitions of these categories). The first 6 categories are theoretically characteristic of "healthy", mature fantasy play, while the latter 3 are assumed to typify less competent play. Frequency counts and rating scales of these categories were scored by 3 sets of trained raters (2 per set), independently coding videotapes of the Sandtray sessions for presence/absence of the 9 dimensions during 30 second intervals. Inter-rater reliability for the categories was very high, ranging from .91 to 1.00. Rater means were used in the data analysis.

Assessment of Caregiving Perceptions

Measures of parents' perceptions of their caregiver behaviors were derived from two inventories, independently completed by both parents. The Child Rearing Concerns and Practices (CRCP) inventory (Green, 1975; see Appendix B for copy of this Inventory) was used to yield 9 factors and 3 variables theoretically associated with

positive and negative caregiving behaviors. The 9 factors were as follows: (1) Concern with Child's Pro-social Behavior (assumed positive), (2) Concern with Child's Aggression-Hostility (assumed positive), (3) Criticize-Threaten (assumed negative); (4) Give Extrinsic Rewards for Desired Behavior (assumed negative), (5) Point Out Intrinsic Reward for Desired Behavior (assumed positive), (6) Non-Verbal Rejection (assumed negative), (7) Inductive Discipline (assumed positive), (8) Express Pride (assumed positive); and (9) Demand Self Control (assumed positive). The 3 variables, assumed to be ineffective caregiving behaviors, were Criticize-Shaming, Do Nothing, and Take Desirable Behavior for Granted. These factors and variable scores were grouped together to form two composite scores of positive and negative caregiving behaviors.

Parents also independently completed an abridged, revised version of Schaeffer's (1965) Children's Report of Parental Behavior Inventory (CRPB) (Armentrout and Burger, 1972) (see Appendix C for a copy of this Inventory). The inventory yielded 3 orthogonal factors assumed characteristic of positive/negative caregiving. The factors were: (1) Acceptance vs. Rejection; (2) Psychological Autonomy vs. Psychological Control; (3) Firm Control vs. Lax Control (the first factor in each case was assumed positive).

Results

The means and standard deviations for the frequency of occurrance of the 9 fantasy categories, summed across the 3 Sandtray sessions, were as follows: (1) Aggression, 51.5, s.d. 25.27 (2) Benevolence, 10.25, s.d. 5.53 (3) Construction, 5.95, s.d. 5.17 (4) Dominance, 5.80, s.d. 6.12 (5) Adequacy, 5.35, s.d. 5.25 (6) Assertion, .75, s.d. .83 (7) Submission, .70, s.d. 1.27 (8) Dependency, .40, s.d. .70 and (9) Propensity for Imaginative Play (based on composite

scores of several rating scale items, 12-48 possible score range with higher score signifing greater propensity) 31.3, s.d. 9.95. Clearly, Aggression was far more prevalent than any other category.

Statistical analyses revealed no significant differences between the 3 Sandtray sessions across any of the categories.

Scores obtained from fathers' and mothers' self reports of their caregiving attitudes and behaviors revealed that the present sample was comprised of parents who described themselves as fairly effective caregivers. However, the degree of ascribed effectiveness was quite diverse.

Pearson product moment correlation coeffecients were derived to examine possible relationships between children's Sandtrays and parents' self-perceived caregiving behaviors. Several interesting relationships were found. For example, there was a positive relationship between fathers' composite score of engaging in theoretically effective caregiving behaviors and Benevolence (.44, $p < .10$), and a negative relationship between mothers' Rejecting behaviors and Benevolence (-.50, $p < .07$). Furthermore, mothers' reports of fostering autonomy positively related to Dominance (.54, $p < .01$) and Assertion (.69, $p < .01$) in the child's fantasy play. Unexpected relationships also were evident, e.g., a positive correlation between paternal composite scores of theoretically ineffective caregiving behaviors and Construction in the Sandtrays (.51, $p < .06$). That indices of effective paternal behaviors negatively correlated with Assertion (-.52, $p < .06$) and Propensity for Imaginative Play (-.32) also was unexpected, as was the positive relation between Aggression and mothers' reports of fostering autonomy (.54, $p < .07$).

Of further interest was parental differences. For example, fathers' reports of fostering autonomy related negatively with Aggression (-.15), while mothers' reports of this behavior related positively to Aggression (.54, $p < .06$). Similarly, paternal composite scores of ineffective caregiver behaviors were positively related to Dominance (.52, $p < .06$), while such fantasy behaviors were negatively related to mothers' composite scores of ineffective caregiver behaviors (-.27).

Conclusion

The high occurrance of Aggression, and relatively low occurrance of Benevolence, Dominance, Construction, and other theoretically healthy fantasy behaviors in the current sample of "normal" boys Sandtrays could be accounted for in several ways. First, previous research has found that "permissiveness" of aggression by an adult E increases fantasy aggression (e.g., Pintler, 1945, Siegel, 1957). Second, Bowyer (1970), Buhler and Kelly (1941), and Lowenfeld (1939) have speculated that the Sandtray Technique evokes expression of particularly "deep", primary levels of unconscious experiencing, tapping archtypal themes (Jung, 1968) and "prototaxic" experiences (Sullivan, 1953). That aggression is a major aspect of this mode of experiencing is not surprising. Third, if the nature and function of fantasy play indeed involves the repeated evocation, manipulation, and exploration of subjectively relevant, unresolved concerns, it would be expected that aggression would prevail the play of normal children as a means of coping with the areas in which they feel fearful and powerless.

The lack of stronger, and consistant relationships between Sandtray play and parents' perceptions of their caregiving behaviors could be due to the low N and homogeneity of the sample, as well as

the possibly primitive nature of the fantasy evoked by the Sandtray technique. At this level of the psyche the structure of experience theoretically becomes more transpersonal, and thus the relative uniformity of the Worlds created by normal children becomes understandable.

In summary, the Sandtray Technique appears to be a highly efficacious means of eliciting fantasy play in children. The current scoring system, which involved a detailed analysis of the structure. content, and process of the Worlds, proved both reliable to code and relevant to understanding the nature and function of children's fantasy play. The current research points to the need for further exploration of the relationship between children's fantasy behaviors and various other facets of their lives, as well as comparing play elicited by different fantasy techniques.

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Appendix B

CRCP

CRCP QUESTIONNAIRE

Since we don't know for sure what are the best ways to raise children, we are studying more about what parents and prospective parents do (or might do) in different situations involving children.

In answering all of the questions, try to imagine that you are the parent of the 4 to 10 year-old child whose behavior is described in the item. We are interested in what you would actually feel or do in the situations described, not what you think a person should ideally feel or do. While different people give different responses to these questions, there are no "right" or "wrong" answers. Every person has his or her own individual way of responding to children. We want to learn what your way is or would be in these situations.

Your responses will be kept strictly confidential. No one but the researchers will ever see your answers. Read the directions carefully and do not skip any items.

Your name: _____

Your address: _____

Your age: _____

Your sex: _____

Today's date: _____

Please list the names, ages and sex of your children in the space below. Please put a checkmark in front of the name of the child who took part in our study.

Your last grade completed in school: _____

Your occupation: _____

Marital status: Single Married Divorced

Separated Widowed Remarried

Part I

Directions: Below is a list of items describing many aspects of children's feelings and behaviors. Of course, not all of these items apply to a particular child, but quite a few of them apply to most children.

We are interested in how much parents and prospective parents focus their attention on various behaviors that children engage in. We want to know how much you would emphasize, place importance on, be concerned about, care about, focus on, or give your attention to each behavior described. We want to know how much it would matter to you if your child acted in certain ways.

It makes no difference here whether you would encourage or discourage the behavior in question. We only want to know how much it would matter to you if your child engaged in the behavior, regardless of how you might show it. For example, while all parents may agree that a child should wear a hat in winter, some parents might focus their attention on this behavior more than other parents would.

Read each item carefully and indicate the extent to which the behavior described would matter to you in raising your own child. Imagine you are the parent of a 4 to 10 year-old child who is engaging in the described behavior. Then use the following scale to indicate how much the behavior would matter to you--how much you would focus your attention on it:

1 = It would matter very little.
2 = It would matter somewhat.
3 = It would matter to a moderate degree.
4 = It would matter quite a bit.
5 = It would matter a great deal.

Read each item carefully, then darken the number that best indicates the extent to which you would focus your attention on the behavior in question--the extent to which it would matter to you. Do not skip any items. Use the purple answer sheet.

How much would it matter to you if your child:	very little	some-what	moderate extent	quite a bit	a great deal
1. Ignores what adults tell him/her to do?	1	2	3	4	5
2. Shares toys?	1	2	3	4	5
3. Gets irritated or angry easily?	1	2	3	4	5
4. Shows pride in an accomplishment?	1	2	3	4	5
5. Tells lies?	1	2	3	4	5
6. Shows concern about the feelings of others?	1	2	3	4	5
7. Fights with friends or with brothers and sisters?	1	2	3	4	5
8. Shows self-confidence?	1	2	3	4	5
9. Has to be reminded of what he/she may or may not do?	1	2	3	4	5
10. Makes friends easily?	1	2	3	4	5
11. Plays with toys in a rough way?	1	2	3	4	5
12. Does well at a new task?	1	2	3	4	5
13. Becomes angry when told to do something he/she doesn't want to do?	1	2	3	4	5
14. Is polite and cooperative with others?	1	2	3	4	5
15. Does things just to get others angry?	1	2	3	4	5
16. Plays to win?	1	2	3	4	
17. Goes too far unless frequently reminded of rules?	1	2	3	4	5

How much would it matter to you if your child:	very little	some-what	moderate extent	quite a bit	a great deal
18. Pitches in when things need to be done?	1	2	3	4	5
19. Blows up easily when bothered by someone?	1	2	3	4	5
20. Accomplishes what he/she sets out to do?	1	2	3	4	5
21. Cheats in school?	1	2	3	4	5
22. Helps around the house?	1	2	3	4	5
23. Threatens to hit or hurt others?	1	2	3	4	5
24. Keeps new clothes clean?	1	2	3	4	5

Part II

Directions: Four parent-child situations are described on the following pages. Below each description, there is a list of things that some parents (who were interviewed in the past) do in such situations.

Read each description carefully, then check how often you honestly believe you would do each of the things on the list of parental responses. Use the following scale to indicate how often you feel you would do each thing (or something like it) if you were the parent of a 4 to 10 year-old child at such times:

1 Never

2 Rarely

3 Sometimes

4 Frequently

5 Usually

Imagine you are the child's parent at such times as those described. Then darken the appropriate number for how often you would do each thing on the list in these kinds of situations. Read the items carefully, and please do not skip any items. Continue to use the purple answer sheet.

*NOTE: The word "he" is to be read as "he or she."

SITUATION A

Some times it's hard for parents to get children to do things for them. For example, imagine you have something that you want very much for your child to do right away. You walk to the room he's in and tell him what you want him to do, and ask him to do it right away. He says he's busy watching a television program and can't do the thing you want him to do now. Here is a list of things that some parents have done at times like that. Circle how often you would do each one or something like it in such situations.

1 = Never
2 = Rarely
3 = Sometimes
4 = Frequently
5 = Usually

		Never		Some times		Usually
25.	Hit or spank him.	1	2	3	4	5
26.	Tell him he ought to be ashamed of himself.	1	2	3	4	5
27.	Explain that if he would do it now, then I would have a chance to do some other things I need to do.	1	2	3	4	5
28.	Tell him he's being selfish.	1	2	3	4	5
29.	Give reasons why the thing has to be done right away.	1	2	3	4	5
30.	Tell his father (mother) and let him (her) handle it.	1	2	3	4	5
31.	Go over and turn off the television.	1	2	3	4	5
32.	Tell him he can finish the program as long as he does what I want as soon as it's over.	1	2	3	4	5
33.	Go and do it myself, but show him that I'm hurt and disappointed in him.	1	2	3	4	5
34.	Tell him I'm sorry he'll miss the program and explain why the thing must be done now.	1	2	3	4	5

Situation A (continued)

	Never		Some-times		Usually
36. Tell him that if he doesn't do it now, he won't be able to have something he likes or do something he likes to do.	1	2	3	4	5
37. Tell him I'm disappointed in him.	1	2	3	4	5
38. Do it myself and show him I don't like it by not talking to him for awhile.	1	2	3	4	5
39. Tell him that we each have to help each other out and that I need for him to do the thing right away.	1	2	3	4	5
40. Tell him I would like him to be more considerate of my wishes.	1	2	3	4	5
41. Do nothing.	1	2	3	4	5
42. Tell him to do it now anyway.	1	2	3	4	5
43. Tell him he is just being stubborn and that he better stop it right now.	1	2	3	4	5
44. Tell him he'll be sorry if he doesn't do it right away.	1	2	3	4	5

Situation B

There are times when every child shows self-confidence and performs well at a new task in school. Here is a list of things some parents do when this happens. Please check how often you would do each thing or something like it in such situations.

1 = Never
2 = Rarely
3 = Sometimes
4 = Frequently
5 = Usually

45. Give him some extra spending money or something else he wants.	1	2	3	4	5

Situation B (continued)

		Never		Some-times		Usually
46.	Explain how good he must feel after trying hard and succeeding.	1	2	3	4	5
47.	Kiss him or hug him.	1	2	3	4	5
48.	Show him that he could still do even better.	1	2	3	4	5
49.	Promise him something he wants.	1	2	3	4	5
50.	Explain that he feels good because he's working up to his potential.	1	2	3	4	5
51.	Do nothing.	1	2	3	4	5
52.	Show him how proud I am.	1	2	3	4	5
53.	Tell him to keep up the good work.	1	2	3	4	5
54.	Tell him that what he did makes me happy.	1	2	3	4	5
55.	Buy him something he wants.	1	2	3	4	5
56.	Tell him how much it means to us for him to do well.	1	2	3	4	5
57.	Remind him that he shouldn't get conceited or brag about his accomplishments.	1	2	3	4	5
58.	Explain to him that doing well will help him feel good about himself and get what he wants in life.	1	2	3	4	5
59.	Tell him I know how proud and happy he must be because he did so well.	1	2	3	4	5
60.	Show him that these things are just expected from him and that they are no big deal.	1	2	3	4	5
61.	Tell him he'll be rewarded for doing so well.	1	2	3	4	5

Situation B (continued)

		Never		Some-times		Usually
62.	Tell him what a talented person he is.	1	2	3	4	5
63.	Tell him that a job well done is rewarding for its own sake.	1	2	3	4	5
64.	Make arrangements for him to do something he has wanted to do for a long time.	1	2	3	4	5

Situation C

Every child when he can't have his own way will sometimes get angry at his parents and talk back. Here is a list of things some parents do when a child angrily talks back. Please circle how often you would do each thing or something like it in such situations.

1 = Never
2 = Rarely
3 = Sometimes
4 = Frequently
5 = Usually

65.	Hit or spank him.	1	2	3	4	5
66.	Tell him I don't like it when he talks back angrily and that he can discuss it more calmly.	1	2	3	4	5
67.	Tell him I don't like children who don't show respect for their parents.	1	2	3	4	5
68.	Tell him I'll hit or spank him if he ever talks like that again.	1	2	3	4	5
69.	Explain that even though he's angry, I would prefer that he express his feelings in a regular tone of voice.	1	2	3	4	5
70.	Tell him I don't want to talk to him or have anything to do with him unless he says he's sorry.	1	2	3	4	5

Situation C (continued)

		Never		Some-times		Usually
71.	Not let him have something he likes or do something he likes to do.	1	2	3	4	5
72.	Tell him that what he said hurts my feelings and that he can express his anger without saying nasty things to me.	1	2	3	4	5
73.	Give him an angry look and walk away.	1	2	3	4	5
74.	Tell his father (mother) and let him (her) handle it.	1	2	3	4	5
75.	Do nothing.	1	2	3	4	5
76.	Tell him he is acting like a little baby and that he better stop it right now.	1	2	3	4	5
77.	Tell him I'm angry at him for what he said and explain why he can't have his way.	1	2	3	4	5
78.	Send him to his room until he's ready to talk about it.	1	2	3	4	5
79.	Tell him he'll be sorry if he doesn't be quiet.	1	2	3	4	5
80.	Tell him he ought to be ashamed of himself for talking like that.	1	2	3	4	5
81.	Give him reasons why he can't have his way.	1	2	3	4	5
82.	Give him an angry look and ignore him for awhile.	1	2	3	4	5
83.	Tell him I won't talk to him or have anything to do with him if that's the way he's going to act.	1	2	3	4	5
84.	Tell him I know he's angry and explain why he can't have his way.	1	2	3	4	5

Situation D

There are times when every child shows a great deal of concern for the feelings of others, being kind of helpful and cooperative when it is needed. Here is a list of things some parents do when this happens. Please circle how often you would do each thing or something like it in such situations.

1 = Never
2 = Rarely
3 = Sometimes
4 = Frequently
5 = Usually

		Never		Some-times		Usually
85.	Let him do something special he wants to do.	1	2	3	4	5
86.	Not make anything of it even though I might feel good inside.	1	2	3	4	5
87.	Explain to him that doing good will make him feel good about himself in life.	1	2	3	4	5
88.	Tell him that I love kind and considerate people like him.	1	2	3	4	5
89.	Tell him what a helpful and good person he is.	1	2	3	4	5
90.	Reward him for doing the good deed.	1	2	3	4	5
91.	Ask why he isn't always so cooperative and considerate.	1	2	3	4	5
92.	Tell him that what he did makes me happy.	1	2	3	4	5
93.	Say it is good when you treat others as you would like to be treated.	1	2	3	4	5
94.	Explain how it makes him happy to do kind and helpful things.	1	2	3	4	5
95.	Show him that these things are just expected and are no big deal.	1	2	3	4	5

Situation D (continued)

		Never		Some-times		Usually
96.	Tell him I am very proud of the way he acted.	1	2	3	4	5
97.	Give him some extra spending money or something else he wants.	1	2	3	4	5
98.	Point out some other good things he ought to do but hasn't been doing.	1	2	3	4	5
99.	Explain that being considerate to others makes a person feel worthwhile	1	2	3	4	5
100.	Tell him that doing something kind is very rewarding just in itself.	1	2	3	4	5
101.	Promise him something he wants.	1	2	3	4	5
102.	Tell him that "nice guys finish last."	1	2	3	4	5
103.	Kiss him or hug him.	1	2	3	4	5
104.	Buy him something he has wanted for a long time.	1	2	3	4	5

Before returning the questionnaire, please check to be sure that each item has been completed. Thanks for your participation.

Sandtray Categories

Aggression: Any event where something is physically or emotionally harmed.

Devouring/Biting--Any incident where a non-food object is bitten, eaten, or devoured.

Direct Physical--Any incident involving purposeful, direct physical contact intended to harm another object; hitting, stabbing, kicking, smashing, choking, wrestling, running over, etc. (If not obviously intentional score under "Accident".)

Distance Physical--Any incident involving a purposeful attempt to harm an object from a distance; shooting, bombing, exploding, throwing at, etc. Also any act of violence that not specifically stated how occurred but clearly non-accidental (i.e. "they were murdered"), poisoning.

Accident--Any incident involving a harmful outcome where there is no apparent intentionality or control; accidental crashes, natural disasters--fires, "dying", etc.

Verbal--Any verbal attempt to emotionally hurt or demean another object; teasing, ridiculing, swearing at, cursing, scolding, admonishing, threatening, harrassing, laughing at, embarrassing, name calling. (NOT merely stating a feeling i.e. "I'm mad at you" or daring i.e. "I bet you can't" but comments that are clearly not respecting the other and are attempting/succeed in making the other feel bad.)

Social--Any incident that clearly, unambiguously breaches social norms of good etiquette and conduct not included in the above categories; lying, stealing, cheating, deceiving, tricking, gross dissocial acts (i.e. peeing in the street), rejecting pleas for help, taking away what others want, greed, stinginess, scaring.

Deprivation/Suffering--Any incident of suffering, unhappiness, due to general circumstances rather than purposeful aggression from other objects; hunger, sickness, coldness, general physical/emotional discomfort and uneasiness.

Abandonment/Lost--Any incident where an object is left contrary to its will (as specified by the child or by the object's reaction to being left); any incident where an object is lost.

Benevolence: Any act of goodness towards an object.

Physical--Any direct physical contact that communicates warmth and caring; kissing, hugging, cuddling, stroking, holding hands, arms around each other, patting on the back, massaging.

Verbal—Verbally expressing care, empathy, support, comfort, warmth, complimenting; "I love you," "I hope you'll feel better," "It'll work out ok," "You're pretty" (compliments should also be scored under "Adequacy: Positive").

Helping/Rescuing--Any incident where an object is helped or rescued; feeding, dressing, protecting, guiding, giving helpful advice, warning (where clear concern for the object's welfare), tucking into bed, taking care of a sick/hurt object, etc. doing a service for someone (i.e. milkman delivering milk), guarding something.

Affiliative Acts--Any incident where two or more objects are engaged in an activity that is clearly mutually enjoyable as specified by the child or the objects' reactions; playing, singing, dancing, etc. Acts of generosity, care and good will that are not included in above categories i.e. gift giving, sharing what one has, singing a lullaby, social gatherings like parties, picnics, sporting events, weddings, parades, etc.

Satisfying Experiences--Anytime an object is feeling satisfied. happy, content, as specified by the child directly or through the object, due to general circumstances or immediate, specific acts by/with others; "I feel good today," "What a wonderful night's sleep," "The little girl saw it was a beautiful morning and felt very happy," etc.

Dominance: Any act of controlling, ordering, commanding, forcing, demanding, restraining, arresting an object; NOT merely requesting something of an object where there's a sense of two equals interacting, but instances where there's a clear sense that one object is or is trying to be more powerful/in command/the boss of the other object; "Stop that right now!" "Come here immediately!" "You guys are under arrest," "The witch cast a spell so the girl couldn't move," "Superman grabbed her from behind and wouldn't let her go" (this would NOT be scored "Direct Physical" unless the child states that Superman was trying to hurt her; it is scored "Dominance" since it is an attempt to control another and prevent them from doing what they would like).

Submission: Any act of obeying, giving into demands, following orders, going along with what told to do, cowering, feeling ashamed or embarrassed; NOT merely cooperating with a request but clearly giving the sense of willfully going along with the orders, commands, instructions, demands of an object that is superior/the boss rather than an equal; "The boy followed what the others told him to do," "She felt very embarrassed," "They were ashamed," the child has one object order another one and has the other then carry out the order in action though doesn't explicitly state obedience; deference, cow-tow.

Construction: Events involving physically building, creating, or producing either by the objects or the child pretending to be a construction equipment doing a job; NOT merely the child creating/constructing a World scene, but specifically using objects or himself to depict

themes involving construction/building; "They're building a road," "These workmen are constructing a house," "They're clearing the land to build a housing project," "I'm a crane digging out the road" (NOT merely the fact that the child uses his hands to dig out a road or river but that he specifically states he is some kind of construction equipment building something); (a good clue in for construction themes is whenever the child selects out objects like the crane, bulldozer, dump truck, and other construction equipment BUT a child could also use construction equipment for destruction as in running over someone with it or explicitly stating the equipment was destroying the land/ town/whatever, in which case it would be scored "Aggression: Direct Physical").

Assertion: Asserting oneself to gain or maintain what one wants.

Reactive--Assertion against restrictions/demands/comands of others or the environment; sticking up for oneself against others who are or are trying to be in a dominating/more powerful/controlling position; not doing what asked to do; rebelling or not conforming to others' intentions; "They tried to scare her (would be scored "Aggression: Social") but she wasn't," "No, I won't do it," "It was raining real hard but he didn't let that stop him from going;" generally not letting others/nature stop one from what wanting to do or force one to do what don't want to.

Initiated--Self initiated assertion to gain what one wants where NOT as a reaction to external restraints/demands; acts that give a sense of independence, self-sufficiency, resourcefulness, masterfulness, confidence, pride, effectiveness, enterprising, exploration; doing things for oneself; "The little boy wanted to tie his shoes all by himself," "She knew she could do it," "I don't need any help in building this house" (scored "Assertion: Initiated" as well as "Construction"), "She was proud of the good job she did all on her own" (scored also for "Adequacy: Positive").

Adequacy: Any evaluative/judgmental references about the characteristics of something or attributions of positive/negative qualities to it.

Positive--The child directly or through another object attributes a positive quality or characteristic to an object; use of any of the positive adjectives in describing something, i.e. beautiful, strong, smart, kind, generous, loyal, honest, nice, wonderful, cute, etc., etc., etc. (sometimes whether a description is meant positively or negatively can only be determined in context, thus "The little, tiny puppy" might infer a positive cuteness or a negative helplessness, or merely descriptive and thus not be scored "Adequacy" at all.

Negative--The child directly or through another object attributes a negative quality or characteristic to an object; use of any of the negative adjectives in describing something, i.e. ugly, weak, stupid, cruel, stingy, unfaithful, dishonest, horrible, etc., etc., etc.

(NOTE: Any compliment or deridement which is stated through an object and not directly by the child (i.e. one object says to another "You are beautiful" vs. the child saying "This object is beautiful") is scored BOTH "Benevolence: Verbal" or "Malevolence: Verbal" AND "Adequacy: Positive" or "Adequacy: Negative." However, anytime the child makes direct evaluative statements about an object, i.e. "Wow, what a far out car!" it is ONLY scored under "Adequacy: Positive or Negative" and NOT under "Benevolence or Malevolence: Verbal".)

Dependence: Seeking aid, comfort, help, consolation, foregiveness, support, protection, guidance, advice, care, succorance; "The little girl wanted someone to come pick her up" (the phrase "the little girl" is NOT scored under "Adequacy: Positive or Negative" since there is no sense of evaluation or judgment being made here but merely description), "Please make me something to eat," "I want to lay in your lap," "I'm sorry I did that, I'll be a better boy next time" (scored also for "Adequacy: Negative" since the implication is the boy is NOT being good now), "Don't let the monster hurt me" or "Monster, please don't hurt me" or "She didn't want the monster to hurt her," "He asked them how to get to the town."

Hiding/Escaping: Any incident of something explicitly hidden or hiding (as directly or indirectly specified by the child), escaping, fleeing, running away; "They stayed in the cave so nobody would find them," "He got away from the cops," "She jumped over the railing so that they wouldn't catch her."

Searching/Finding: Any act of seeking/searching for something and/or finding it; "They found the lost treasure" (scored also under "Abandonment/Lost" for the "lost treasure"), "She was looking for a place to sleep," "They were trying to find the escaped convict" (scored also under "Hiding/Escape" for the "escaped convict").

Appendix C

CRPB

PARENT'S CRPB FORM B - BOYS

ON THE FOLLOWING PAGES YOU WILL FIND A LIST OF STATEMENTS. FOR EACH STATEMENT YOU ARE TO INDICATE WHETHER THE STATEMENT IS "LIKE," "A LITTLE LIKE," OR "NOT LIKE" THE WAY THINGS ARE IN YOUR FAMILY. PLEASE PUT YOUR ANSWERS ON THE ANSWER SHEET THAT IS ENCLOSED WITH THE QUESTIONNAIRE, USING THE FOLLOWING ANSWER FORMAT:

1 = Like

2 = A little Like

3 = Not Like

THAT IS, IF A STATEMENT IS "LIKE" THE WAY THINGS ARE IN YOUR FAMILY, FILL IN THE NUMBER 1 ALONGSIDE THAT STATEMENT NUMBER. IF THE ITEM IS "A LITTLE LIKE" THE WAY THINGS ARE IN YOUR FAMILY, FILL IN THE NUMBER 2 ALONGSIDE THAT STATEMENT NUMBER. IF THE STATEMENT IS "NOT LIKE" THE WAY THINGS ARE IN YOUR FAMILY, FILL IN THE NUMBER 3 ALONGSIDE THAT STATEMENT NUMBER.

Parents's CRPB Form B - Boys

1. I can be talked into things easily by him.
2. I do not bother to enforce rules with him.
3. I say to him that sooner or later we always pay for bad behavior.
4. I like to talk to him and be with him much of the time.
5. I am proud of the things he does.
6. I smile at him very often.
7. I say to him that some day he'll be punished for his bad behavior.
8. I enjoy working with him in the house or yard.
9. I say to him that if he really cared for me, he would not do things that cause me to worry.
10. I make my whole life center about my children.
11. I cheer him up when he is sad.
12. I excuse his bad conduct.
13. I don't check up to see whether he has done what I told him.
14. I say to him that if he loved me he'd do what I want him to do.
15. I let him get away without doing work he had been given to do.
16. I do not insist that he obey if he complains or protests.
17. I think he isn't grateful when he doesn't obey.
18. I seem to see his good points more than his faults.
19. I am not interested in changing him; I like him as he is.
20. I enjoy staying at home with him more than going out with friends.
21. I worry about how he will turn out, because I take anything bad he does seriously.
22. When he doesn't do as I want, I say that he is not grateful for all I have done for him.
23. I will talk to him again and again about anything bad he does.

24. I think and talk about his misbehavior long after it is over.

25. I make him feel like the most important person in my life.

26. I let him off easy when he does something wrong.

27. I often speak of the good things he does.

28. I have a good time at home with him.

29. I tell him how much I have suffered for him.

30. I am able to make him feel better when he is upset.

31. I enjoy going on drives, trips or visits with him.

32. I let him stay up late if he keeps asking.

33. I give him a lot of care and attention.

34. I think that any misbehavior is very serious and will have future consequences.

35. I don't insist that he does his homework.

36. I often give up something to get something for him.

37. I almost always speak to him with a warm and friendly voice.

38. He can talk me out of an order, if he complains.

39. I enjoy doing things with him.

40. I don't pay much attention to his misbehavior.

41. I let him get away with a lot of things.

42. I feel hurt by the things he does.

43. I understand his problems and worries.

44. I am always thinking of things that will please him.

45. I feel hurt when he doesn't follow advice.

46. I say to him that someday he'll be sorry that he wasn't better as a child.

47. I comfort him when he's afraid.

48. I am easy with him.

49. I usually don't find out about his misbehavior.

50. I tell him of all the things I have done for him.

51. I spend almost all of my free time with my children.

52. I enjoy talking things over with him.

53. I make him feel better after he talks over his worries with me.

54. If he breaks a promise, I don't trust him again for a long time.

55. I seldom insist that he do anything.

56. I can't say no to anything he wants.